

**Speech-Language Pathology and Audiology Board**

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**STATE OF CALIFORNIA
DEPARTMENT OF CONSUMER AFFAIRS
SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY BOARD**

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**JOINT COMMITTEE MEETING OF THE SPEECH-LANGUAGE PATHOLOGY
& AUDIOLOGY PRACTICE COMMITTEE MEETING MINUTES
OCTOBER 26, 2006**

Committee Members Present

Lisa O'Connor, M.A., Chairperson
Carol Murphy, M.A.
Rebecca Binge, M.A.
Alison Grimes, Au.D.
Jennifer Hancock, M.A.

Committee Members Absent

Diana Verdugo, M.S.

Board Members Present

Naomi Smith, Au.D.

Staff Present

Annemarie Del Mugnaio, Executive Officer
Kathi Burns, Senior Staff Analyst
Lori Pinson, Staff Analyst
George Ritter, Legal Counsel

Guests Present

Robert Powell, California Speech-Language-Hearing Association (CSHA)
Beth Lippes Inubinet, Los Angeles County Office of Education (LACOE)

I. Call to Order

Chairperson O'Connor called the meeting to order at 2:55 p.m.

II. Introductions

Those present introduced themselves.

III. Speech-Language Pathologists' and Audiologists' Roles in Diagnosing Auditory Processing Disorders

Ms. O'Connor stated that the joint meeting of the Audiology and Speech-Language Pathology Practice Committees was called to discuss the shared responsibility of audiologists and speech-language pathologists in diagnosing and treating Auditory Processing Disorders (APDs). Ms. O'Connor reiterated on-going challenges related to APD with respect to the absence of an adopted professional standard for diagnosing the

disorder and further establishing an effective intervention plan for individuals identified as having an APD.

Ms. O'Connor referenced an email from Patti Hamaguchi, Chair of the California Speech-Language-Hearing Association's (CSHA) Task Force on Auditory Processing Disorder, wherein Ms. Hamaguchi states that CSHA is reconvening the Task Force to modify the existing CSHA position statement on APD in light of the position statement on APD as adopted by the American Speech-Language-Hearing Association (ASHA). Ms. O'Connor stated that she would like the Committee to meet with the CSHA Task Force to provide comment and input to the revised CSHA position statement.

Ms. O'Connor reported that Ms. Hamaguchi proposed use of new terminology for children who present with a significant receptive language disorder but may not have APD. She proposed the term "auditory linguistic disorders" for use by speech-language pathologists in order to distinguish between language disorders and auditory processing disorders. Ms. O'Connor stated that the new terminology assists in curtailing the over-use of the term APD by various professionals; e.g., educational psychologists, occupational therapists, speech-language pathologists, etc.

Ms. Grimes stated that if the auditory system is involved in the assessment of any processing disorder, language or otherwise, then an audiologist should be involved regardless of what the disorder is termed.

The Committee discussed the challenges professionals working in schools face in terms of the pressure by parents and educators to identify children as having a "processing disorder" in order to qualify them for special education services.

It was noted that there is a severe shortage of audiologists to provide appropriate APD testing to children in the schools and, consequently, many children are being labeled as having APD by personnel other than audiologists.

Ms. Inubinet stated that, in her experience working as a supervisor of speech-language pathologists in the public schools, she often finds that professionals use the term APD for an array of memory and/or processing inadequacies that may not be a classic central auditory processing disorder. She stated that using the term "APD" is a product of "the system" in order to qualify a child as learning disabled. Ms. Inubinet suggested that some of these issues may be rectified with the new Response to Intervention (RTI) model that is in the process of being implemented in California schools, wherein children will receive educational invention to address identified learning delays prior to being placed in a special education program.

Ms. Del Mugnaio proposed that the members of the CSHA Task Force on APD meet with the Joint Practice Committee of the Board to work on aligning the existing CSHA APD position statement with the ASHA document and further addressing the specific problems in the California schools with the "labeling" or over-utilization of the term APD.

Ms. Grimes suggested that knowledgeable individuals from the California Academy of Audiology (CAA) be invited to the meeting as well.

Ms. O'Connor agreed to extend the invitation to Patti Hamaguchi of CSHA and to others of CAA, as identified by Ms. Grimes, to meet with the Joint Practice Committee in January 2007.

Mr. Powell suggested that the proposed meeting between the CSHA Task Force and the Joint Practice Committee also include a discussion regarding the new RTI models and how such issues as diagnosing APD may be included in RTI standards.

M/S/C: Grimes/Hancock

The Committee voted to recommend to the full Board that Ms. O'Connor and Ms. Grimes prepare a letter to both the American Academy of Audiology (AAA) and the ASHA requesting that the national professional associations work with the academic training programs to include specific courses on APD in the core curriculum for speech-language pathology and audiology degree programs.

Chairperson O'Connor adjourned the meeting at 3:45 p.m.

Annemarie Del Mugnaio, Executive Officer